



**THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FL**

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EXECUTIVE SUMMARY

April 8, 2024

TO: School Board Members

THROUGH: Michael J. Burke, Superintendent *MJB*

FROM: Jamie Wyatt, Chief of Staff *JW*
Adam Miller, Ph.D., Chief of Performance Accountability *AM*

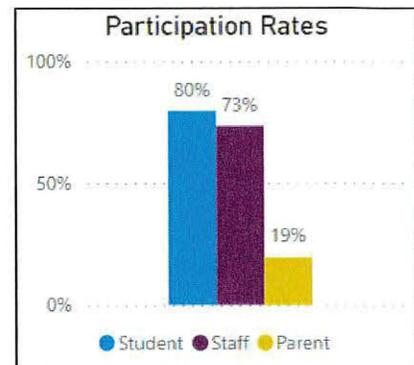
SUBJECT: FY24 SCHOOL EFFECTIVENESS SURVEY (SEQ) RESULTS

The FY24 School Effectiveness Survey (SEQ) was administered from January 2 to February 26.¹ The FY24 SEQ was administered using the same instrument that was re-designed in FY23 to align with the 2022-2027 Strategic Plan. The continued use of a set survey instrument enables valid comparisons of perspectives from year to year. A list of the SEQ questions is provided in Table 1 of the attachment.

The survey was administered online for students in grades 3 through 12, all school-based staff, and parents of students in grades Kindergarten through 12. In addition, a paper-based option was available for parents and students who were unable to complete the survey online. The results are provided on [an interactive dashboard](#) available via the Test/Survey Reports site.² A high-level overview of findings follows.³

Participation:

To ensure the results accurately represent the views of stakeholders, a response rate of 80% is desirable. The FY24 participation improved upon FY23. The student participation rate was 80% with 100,349 participants, up from 62% in FY23 and 25.2% in FY22. Staff participation was similar with 73% (15,227) of school-based staff participating in FY24, up from 61% in FY23 and 43% in FY22. Parents also increased participation to 19% (31,475) in FY24 from 16% in FY23 and from 2.7% in the in FY22. The comparatively lower response rates among parents indicates that their data should be viewed with caution. The Districtwide response rate reached 80% for students overall at 125 schools. The 80% participation



¹ January 29 to February 2, 2024 was designated as the SEQ Administration Week for Students, although students may participate outside of that window.

² Navigation to the interactive dashboard from the District's homepage: The School District of Palm Beach County -> Departments -> Research and Evaluation -> Test/Survey Results -> Districtwide Survey Results -> SEQ Administration/Results

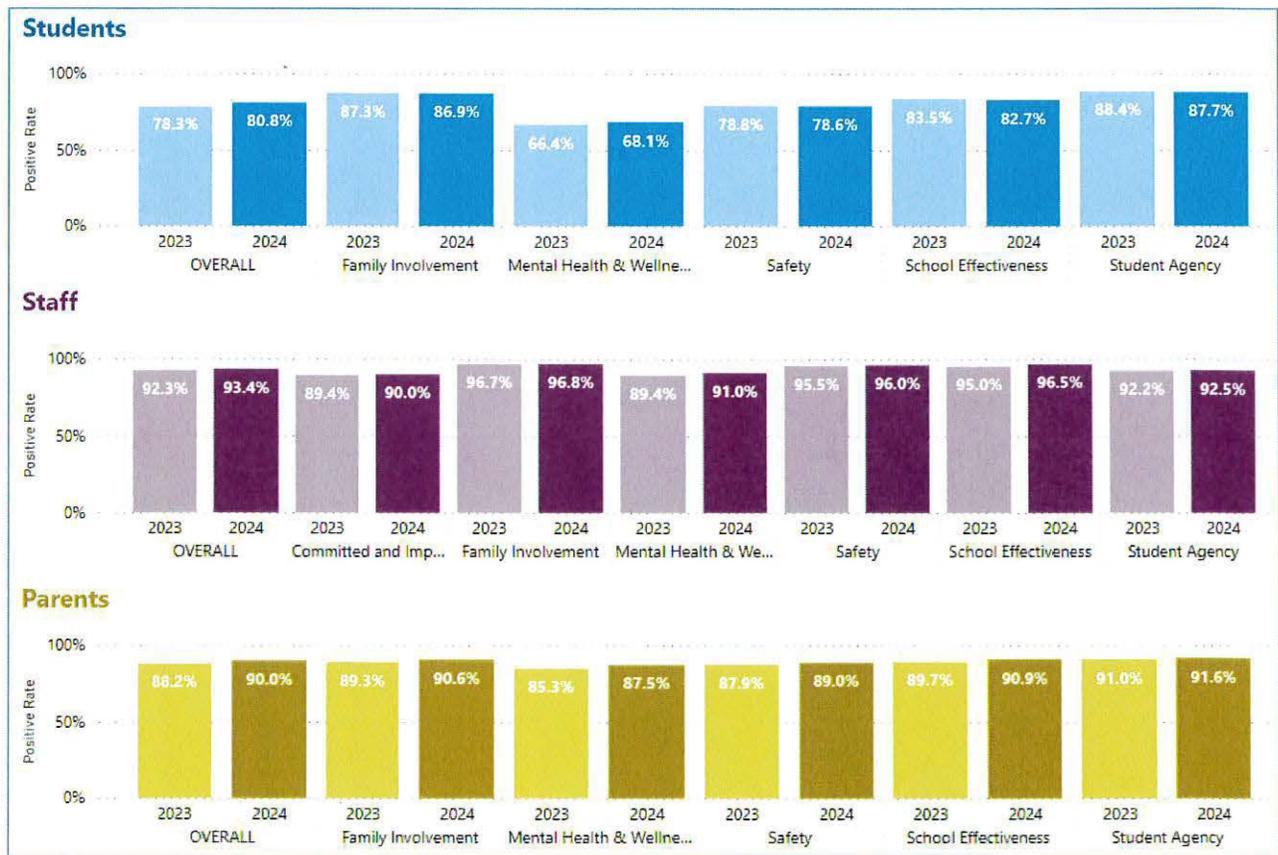
³ Data reported are as of February 26, 2024. Additional late scanned surveys may be included in the interactive dashboard.

criterion was also reached among staff at 91 schools and among parents at 5 schools.

Perceptions:

Each question on the student, staff, and parent surveys was accompanied by five response options from which participants could select to indicate their perspectives: *Strongly Agree*, *Somewhat Agree*, *Somewhat Disagree*, *Strongly Disagree*, and *N/A or I don't know*. Perceptions were summarized as the percent of participants who *Strongly or Somewhat Agreed* with each question, excluding those who selected *N/A or I don't know*. The figure displays the percent providing positive ratings overall and by topic area for the three respondent groups. Overall, staff provided the most favorable views (93.4%, up from 92.3% in FY23), followed by parents (90.0%, up from 88.2%) and students (80.8%, up from 78.3%). Staff and parents tended to provide favorable ratings for each topic area (>90% and ≥87% for all topics, respectively). Students indicated more variability in perspectives. While most students provided positive ratings of Family Involvement, School Effectiveness and Students Agency (all >80%), fewer students reported favorable views of Mental Health & Wellness (68.1%, up from 66.4%) and Safety (78.6%, compared to 78.8%). A list of items comprising each topic is attached.

Positive Ratings by Topic



Further data shows:

- Students have particular concerns with the amount of respect that students have for each other at school (51.6%, down from 53.0% in FY23) and quick response by school staff if they are being bullied (70.1%, up from 69.8%).
- Mental Health & Wellness is a concern for students across most schools and grade levels.
- Overall variability in perceptions across racial groups was limited to 3.9 percentage points in FY24 ranging from 78.7% among Black students (lowest among all demographic groups) to 82.6% among Asian students.
- English Language Learners (ELLs) had the most favorable perceptions at 84.4% positive ratings.
- The survey item *Students respect each other at this school* is a concern across all demographic groups.
- Overall, non-instructional staff tended to provide more favorable ratings than did instructional.

Schools, Principal Supervisors, and District departments are encouraged to explore the interactive [SEQ Results Dashboard](#). The following questions are offered as guides for exploration:

1. Did participation meet 80% for all participant groups? If not, how can participation be improved?
2. In what areas did participants indicate that we are doing well?
3. In what areas did participants indicate concern?
4. How can these data be used to make changes for the remainder of FY24?
5. How do these data inform planning for FY25?

Questions concerning the SEQ or the data may be directed to Dr. Adam Miller, Chief of Performance Accountability at (561) 434-8851 or Dr. Paul Houchens, Director of Research, Evaluation, and Assessment at (561) 434-8780.

MJB/JW/AM/PH/RC:wI

Attachment

c: Academic and Operating Chiefs
Regional/Instructional Superintendents
Academic Directors
Principals

Table 1. FY23 SEQ Questions

AREA	TOPIC	Student	Staff	Parent
School Effectiveness	Staff Effectiveness	My teachers prepare me for what I need to know next year.	I prepare students for what they need to know next year.	Teachers prepare my child for what they need to know next year.
	Real-World Instruction	I can use ideas taught in school in my daily life.	I teach my students ideas that they can use in their daily life.	My child uses ideas taught in school in his/her daily life.
		The school sets high expectations for ALL students.	The school sets high expectations for ALL students.	The school sets high expectations for ALL students.
Safety	School is Safe	I am safe at this school.	Students are safe at this school.	My child is safe at their school.
	Sense of Belonging	I feel like I belong at this school.	I ensure that students feel like they belong at this school.	This school helps children feel like they belong.
	Bullying	School staff will act quickly if I am bullied.	School staff act quickly if students are bullied.	School staff will act quickly if my child is bullied.
Student Agency	Growth Mindset	If I try hard, I know I can learn anything.	I think my students believe that they can learn anything with hard work.	My child believes that if they try hard, they can learn anything.
	Student Self-Efficacy	I can control how well I do in school.	My students believe they can control how well they do in school.	My child believes they can control how well they do in school.
	Student Engagement	I look forward to participating in activities at school.	My students look forward to participating in activities at school.	My child looks forward to participating in activities at school.
Mental Health & Wellness	Adult I Can Relate To	There is at least one adult at school who I can talk to about my problems.	Every student at this school has at least one adult at school who my students can talk to about their problems.	There is at least one adult at school who my child can talk to about their problems.
		Students are treated with respect by adults at school.	Students are treated with respect by adults at school.	Students are treated with respect by adults at school.
		Students respect each other at this school.	Students respect each other at this school.	Students respect each other at this school.

table continues

Table 1. (continued)

AREA	TOPIC	Student	Staff	Parent
Family Involvement	Welcoming Environment	My family feels welcome at this school.	This school is welcoming to families.	I feel welcome at my child's school.
	Caregiver Engagement	My parents communicate with my teachers.	Parents and I make efforts to communicate with each other.	I communicate with my child's teachers.
	Teacher Engagement	My teachers inform my parents about my academic progress.	The school keeps parents informed about their child's academic progress.	My child's teachers keep me informed of my child's academic progress.
Committed and Impactful Employees	Decision Making		Teacher input is included in decision-making at this school.	
	Instructional Leadership		School administrators provide effective instructional leadership.	
	Satisfaction with School		I am satisfied being a teacher at this school.	
	Safety		I feel safe at school	
			There is a great deal of trust among teachers and school administrators.	